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ABSTRACT

The study surveyed the needs of Lewis and Clark Community College's (LCCC) diversified adult basic education (ABE) clientele and analyzed the similarities and differences among urban and rural participants, male and female, basic and secondary levels and age groupings. Based on an indepth investigation of sources of information relevant to ABE student needs and their assessment, a 96-item questionnaire was developed which sought primarily to identify student needs related to nine need areas: psychological, interpersonal, occupational, financial, family, health, legal, educational, and programatic. Results were based on 236 returned questionnaires (of 310 sent to be administered to LCCC students). Data presented in 14 tables are analyzed in detail. Fourteen research highlights are listed and concluding remarks summarize the data. Two important findings were: (1) the appearance of no large differences in the way in which the various groups responded to the questionnaire items related to expressed needs and (2) the fact that all groups of students consistently perceived the educational, occupational, and psychological need areas as being of highest priority to them. Appended are bibliographic references, a sample letter of request, an instructor questionnaire on student needs (with results), a copy of the student questionnaire, and responses to the two open-ended student questionnaire questions, grouped by need categories. (Author/MS)

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A NEEDS ASSESSMENT OF ADULT BASIC EDUCATION STUDENTS AT LEWIS AND CLARK COMMUNITY COLLEGE

Human Renewal Services Demonstration Project (H-085) Interim Report

Revised Copy (June, 1976)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by
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HUMAN RENEWAL SERVICES

Lewis and Clark Community College

June, 1976

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A NEEDS ASSESSMENT OF ADULT BASIC EDUCATION STUDENTS AT LEWIS AND CLARK COMMUNITY COLLEGE

Human Renewal Services Demonstration Project (H-085) Interim Report

Revised Copy (June, 1976)

by

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Interim report submitted in compliance with the Human Renewal Service (H-085) demonstration project objective: "Survey the needs of a diversified adult basic education clientele and analyze the similarities and differences among urban and rural participants, male and female, basic and secondary levels, and age grouping."

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ABSTRACT

Background

The purpose of this study was to survey the needs of Lewis and Clark Community Colleges (LCCC) diversified adult basic education (ABE) clientele and analyze the similarities and differences among urban and rural participants, male and female, basic and secondary levels and age groupings.

Methodology

Based on an indepth investigation of sources of information relevant to adult basic education (ABE) student needs, and their assessment, a ninety-six item questionnaire was developed. The questionnaire was administered by Lewis and Clark Community College (LCCC) ABE instructors during the week of March 15-19. Two-hundred and thirty-six (236) or 76 percent of the questionnaires were returned. The data was analyzed using the SPSS statistical package available at Southern Illinois University at Edwardsville Computer Center.

Research Highlights

1. The sampled ABE population represents a diversity of backgrounds in regards to educational level, age, sex, and residence.
2. Approximately three-fourths (75.4%) of the students were at the primary educational level.
3. Two-fifths (40.6%) of the students were between the ages of eighteen and twenty-five.
4. Over two-thirds (69.5%) of the students were female.
5. Over two-thirds (67.1%) of the students lived in an urban area (population over 2500).
6. Over half (56.4%) of students indicated they were not employed at that time. Approximately one-third (31.4%) said they were unemployed and looking for a job.
7. When asked to check the main reasons they enrolled in the ABE program, 72.5% checked "to pass the GED" and 41.5% checked "to go on to further training and schooling."

8. In Part I of the questionnaire students were asked to rate the significance of their needs on forty-five items relating to nine problem categories: psychological; interpersonal; occupational; financial; family; health; legal; educational; and programmatic. Out of a total of thirty-[illegible] intergroup comparisons, twelve proved to be statistically significant. The twelve statistically significant differences between groups are as follows:

   (a) GED students had higher psychologically related needs than the Pre-GED students.

   (b) GED students had higher family related needs than Pre-GED students.

   (c) GED students had higher health related needs than Pre-GED students.

   (d) GED students had higher legally related needs than Pre-GED students.

   (e) Students over thirty-six years of age had lower occupationally related needs than eighteen to twenty-five year old students.

   (f) Students over thirty-six years old had lower financially related needs than eighteen to twenty-five year old students.

   (g) Eighteen to twenty-five year old students had higher family related needs than students thirty-six years and older.

   (h) Students thirty-six years old and over had higher classroom or programmatic needs than students between the ages of eighteen and twenty-five.

   (i) Females had higher psychological needs than males.

   (j) Males had lower interpersonal needs than females.

   (k) Females had higher health related needs than males.

   (l) Students who lived in an urban area had higher occupationally related needs than rural students.

9. The Educational, Occupational, and Psychological areas of need were given top priority by all students, regardless of how these students were descriptively categorized.

10. The total sample of students rated the following ten items as being of highest importance to them: (1) planning better for the future; (2) knowing what further schooling or training I might do well at; (3) finding out what jobs I would be good at (my strengths and weaknesses); (4) getting some job training; (5) learning how to study; (6) knowing what courses or training

are offered in this area; (7) being more self-confident; (8) knowing what courses are offered at Lewis and Clark Community College; (9) feeling better about myself; (10) know what jobs are available.

11. In Part II of the questionnaire students were asked if they would like to "receive information or talk to someone about" the forty items which were related to eight problem areas; namely, psychological; interpersonal; occupational; financial; family; health; legal; and educational. Out of a total of thirty-two intergroup camparisons, eleven proved to be statistically significant. The eleven statistically significant differences between groups are as follows:

(a) Pre-GED students desired more information relating to psychologically related problems than did GED students.

(b) GED students requested more information pertaining to financial problems than Pre-GED students.

(c) GED students asked for more information relating to family problems than Pre-GED students.

(d) GED students were more interested in receiving information pertaining to health related problems than Pre-GED students.

(e) Students between the ages of twenty-six and thirty-five requested more information relating to interpersonal problems than eighteen to twenty-five year old students.

(f) Students thirty-six years of age and older desired less information relating to occupational problems than eighteen to twenty-five year old students.

(g) Students thirty-six years of age and older requested less information pertaining to financial problems than did eighteen to twenty-five year old students.

(h) Twenty-six to thirty-five year old students asked for more information relating to family problems than did students thirty-six year olds and over.

(i) Students twenty-six to thirty-five years of age were more interested in receiving information pertaining to health related needs than students thirty-six years of age and older.

(j) Female students requested more information pertaining to family related problems than did male students.

(k) Students residing in a rural area (population under 2500) expressed a greater desire for information relating to family problems than did urban students.

12. All student groups, regardless of categorization, expressed as top priority the desire to talk to someone or receive information about occupational, educational, and psychologically related matters.

13. The ten most requested items which the total sample of students requested to talk to someone about or receive information on were: (1) finding out what I'm good at (my strengths and weaknesses); (2) planning for the future; (3) educational strengths and weaknesses; (4) getting job training; (5) courses offered at Lewis and Clark Community College; (6) courses offered in this area; (7) what jobs are available; (8) losing/gaining weight; (9) getting a job; (10) learning how to study.

14. In the last section, students were given an opportunity to respond to two open-ended questions pertaining to problems they had to overcome to attend classes and ways to improve their class. The highest occuring response in both questions dealt with the area of childcare and babysitting.

CONCLUDING COMMENTS

Although there was a large number of statistically significant differences between groups, in most cases these differences were perceived as not being large enough to be practically significant. Consequently, with one or two exceptions, there appears to be no large differences in the way in which the various groups responded to the questionnaire items related to expressed needs. Another important finding was the fact that all groups of students consistently perceived the educational, occupational, and psychological need areas as being of highest priority to them. As the purpose of this abstract was to provide only a brief overview of the total report, the reader is encouraged to explore the main body of this research document.

I. INTRODUCTION

The rationale for this needs assessment project stems from a survey of the literature and reports of Adult Basic Education (ABE) programs across the country. Both the literature and the reports indicate that many ABE students have unmet needs. These needs vary. Some of them find their roots in the occupational, legal, or financial circumstances of the individual. Still others are physiologically, psychologically, or socially based. Regardless of their origin, these needs, if left unattended, will often drain away the energies and capabilities of the ABE student. The result will be a learning situation which is far less than optimal for the student and in many cases may result in the student "dropping out".

It became apparent to the ABE staff at Lewis and Clark Community College (LCCC) that many of its students experienced learning difficulties due to unmet needs of a non-academic origin; and that these needs could possibly be met through supportive services. Consequently, LCCC proposed and received a demonstration grant (Human Renewal Services--H-085) from the Illinois Office of Education to identify the specific needs of its ABE students, and to develop a model plan of supportive services which would satisfy these needs. It is believed, and to a degree documented, that the natural consequence of these efforts will be the facilitation of the learning task itself. This interim report documents the efforts and findings of the first phase of the Human Renewal Service project; namely, the assessment of needs of LCCC's Adult Basic Education students which could possibly be met through supportive services.

Any existing system operates to satisfy basic needs. A need is said to exist when a person realizes that certain results are not what they should be. The development of curiosity, the onset of boredom, changes which destroy existing satisfactions--all are causes of personal disruption and indicators of the existence of needs. Many times individuals with urgent needs are reticent to verbalize these dissatisfactions to the organization. This is one reason that needs assessment or needs appraisal studies are undertaken by an organization. Another reason might be that the organization wishes to know whether there are new thrusts a program should take in addition to what is already being done. In still another instance there may be a desire to determine match/mismatch between the needs of an organization and its clientele.

For programs in education, reasons for needs assessment studies may be further specified, as follows:

1. To determine the extent of change in conditions which affect the educational process and to incorporate new methods, new techniques, and new ideas that take these changes into consideration.

2. To determine the extent to which the expressed need (s) of learners are being met by the program (s) presently being offered, to determine whether unmet needs are those that the system can and should meet, and to determine appropriate strategies to employ should it be decided that one or more of the unmet needs should be fulfilled by the system.

If a system is to be sufficiently sensitive to the developing needs of its clientele and if necessary changes in the system are to be planned and orderly, then a logical procedure must be followed that will ensure these kinds of results.

Unfortunately, there exists no set guide to needs assessment that can be universally followed. Any procedure must be responsive to the unique characteristics of a particular organization or system. However,

the assessment process should be carefully planned and systematically followed, and the results analyzed and disseminated to the affected groups. Restrictions dictated by limitations in personnel and finances should be the sole determinants of the extensiveness of an assessment plan.

The next section of this paper contains information relative to the development and implementation of a needs assessment device utilized by Lewis and Clark Community College. Section III is devoted to the presentation and analysis of data from the results of the needs assessment questionnaire. In Section IV summary comments are made regarding the information given in Section III. Finally, where appropriate, samples of material are included in Appendixes attached to the body of this report.

II. RESEARCH STRATEGY

The Lewis and Clark Community College (LCCC) study was undertaken to satisfy the following objective: "Survey the needs of a diversified adult basic education clientele and analyze the similarities and differences among urban and rural participants, male and female, basic and secondary levels and age groupings." (From Human Renewal Service Project Objectives (H-085).) This section contains a description of the method used to obtain data relevant to the objective specified above.

The methodology employed in this phase of the project was designed to facilitate an exploration and identification of the needs of Lewis and Clark's Community College's Adult Basic Education (ABE) and General Educational Development (GED) students which could be met through supportive services. In addition, an analysis of significant differences

and similarities in needs between the various subgroups within the total population was undertaken. These objectives were achieved by dividing the project into the several phases and activities described below.

A. Background Review and Research

In order to insure the development of a relatively valid assessment instrument a great amount of time was spent gathering background data and materials. An extensive review of the literature was completed to identify ABE student needs and problems as well as to identify possible needs assessment instruments. In addition, a review was made of materials received in response to over one hundred letters sent to State Directors of Adult Education, University Departments of Adult Education, and organizations associated with Adult Education requesting information relevant to this project. Also, guided interviews with LCCC's eighteen ABE/GED instructors were taped and transcribed. And finally, a formal questionnaire was administered to these same ABE/GED instructors in an attempt to quantify their impressions of ABE/GED student needs.

All of the above helped immeasurably in the construction of both the questionnaire format and the items to be included in the questionnaire. Bibliographic references, a sample of the letter of request, and a sample of the instructor questionnaire with the questionnaire results are all included in Appendix A.

B. Questionnaire Development

A questionnaire was developed based on the information provided by the sources indicated above. The criteria used in constructing

the questionnaire were that the items be relatively valid, simple in language, and non-threatening to the respondents. The questionnaire primarily sought to identify student needs in the nine areas identified below:

1. Psychologically related needs (Quest. No. 10-14, Quest. No. 55-59)

   This area included those variables directly related to the attitudes and beliefs of the individual, e.g., self confidence and self esteem.

2. Interpersonal needs (Quest. No. 15-19, Quest. No. 60-64)

   Included in this category were variables relating to the individual's interaction with his/her community, e.g., utilization of community agencies and degree of isolation from community.

3. Occupationally related needs (Quest. No. 20-24, Quest. No. 64-69)

   Items in this area probed the individual's vocational status and aspirations, e.g., awareness of job opportunities and employment status.

4. Financially related needs (Quest. No. 25-29, Quest. No. 70-74)

   This category included those items related directly to money and its management, e.g., issues regarding transportation and credit.

5. Family related needs (Quest. No. 30-34, Quest. No. 75-79)

   This category was directly related to the inter-familial needs of the individual, e.g., the areas of child-care and marital status.

6. Health related needs (Quest. No. 35-39, Quest. No. 80-84)

   This area explored the physiological needs, e.g., the status of dental, hearing, and visual areas and matters related to eating and drinking.

7. Legally related needs (Quest. No. 40-44, Quest. No. 85-89)

   Here there was an attempt to assess the individual's needs which might require the use of legal services, e.g., relationships with police, the courts, and landlords.

8. Educational needs (Quest. No. 45-49, Quest. No. 90-94)

   Variables in this area identify some of the individual's educational needs which lay outside of his ABE/GED program, e.g., being aware of further training or schooling opportunities and obtaining financial aid.

9. Programmatic needs (Quest No. 50-54)

   This category included the individual's needs which may originate in his ABE/GED instructional program, e.g., class meeting time or place and the degree of individualized help.

To insure that the questionnaire would meet the previously stated criteria a pilot test of the questionnaire was run using three ABE classes at Lincoln-Venice Technical Center. As a result of student questions and suggestions, modifications were made in the questionnaire. The final questionnaire form is included in Appendix B.

C. Questionnaire Administration

Three hundred and ten (310) questionnaires were sent in packets to all LCCC ABE/GED instructors along with instructions for administration. The instructors administered the questionnaires to their students on two consecutive class meeting nights; the second night was used to solicit information from those who were absent the first night. Instructors reported no problems in administering the questionnaire.

Two hundred and thirty-six (236) were returned the following week. This represented a return rate of approximately seventy-six percent (76%).

III. DATA PRESENTATION AND ANALYSIS

The data from the questionnaires were transferred to computer cards and the SPSS statistical package available at Southern Illinois University-

Edwardsville's Computer Center was utilized for the data analysis. Several analyses were made in order that the project's objectives could be met to the fullest possible extent. Dr. William P. Ahlbrand, Chairperson, Department of Secondary Education, Southern Illinois University-Edwardsville, served as a consultant in the setting up and interpretation of the statistical data. For the purpose of clarity, a brief description will be given regarding the data format. This will be followed by the tables necessary to the data analysis.

A. Data Format. The primary emphasis in this section will be on the types of responses made by the respondent groups: Educational Level, Age Level, Sex, and Home Location. Also, although there were a total of ninety-six (96) items to which responses were requested, some of the analyses combined portions or sets of items. This was true for the nine need categories mentioned earlier in this report. Each of the nine categories in Part I was represented by five items; in a number of the analyses the five items were summed and a mean score derived for each category. The same procedure was followed regarding the second portion of the questionnaire (Part II) in which the respondent was asked to check those items about which more information was desired. The second procedure resulted in mean scores for eight categories; the programmatic category present in Part I was not included in Part II. Finally, in Part III of the questionnaire respondents were asked to provide their own input via two open-ended questions. Responses for question one (Part III) were categorized according to the nine areas of need utilized in Part I and frequency counts were made by category within respondent groups (Educational level; Age Level; etc.). As responses to question

number two did not lend themselves to this type of treatment responses were grouped into their naturally occuring categories.

B. Data Presentation. Several data tables follow; tabular information ranges from simple descriptive statistics to inferential statistics. Although some of the inferential statistics show statistically significant differences between respondent groups, the reader should remember that statistically significant differences may not be practically significant ones. In the concluding section of the report this issue will be addressed. Below will be found the data tables with accompanying interpretive remarks.

Remarks concerning Table I. Because a number of cells in the first table contain from very few to no entries, no interpretive remarks will be made concerning group differences due to interaction effects. However, Table I does demonstrate some significant points. There is a wide range in diversity of the backgrounds of LCCC's Adult Basic Education students. It also shows that the majority of those responding checked the following categories: (Pre-GED (75.4%), 18-25 Age Level (40.6%), Female (69.5%), and Urban (67.1%)). Information regarding the total sample's status of employment, goals, and perceptions regarding reasons for non-attendance and dropping out are found in Table II.

TABLE I NUMBER OF RESPONDENTS IN EACH CATEGORY*

		PRE-GED			GED		
		18-25	25-35	35 +	18-25	25-35	35 +
MALE	RURAL	4	6	6	0	1	2
	URBAN	22	8	10	6	2	4
FEMALE	RURAL	12	7	15	4	12	6
	URBAN	36	21	26	9	5	4

*The total entires do not equal 236 because nine (9) respondents did not complete all four group categories.

Remarks concerning Table II. The data reported in Table II shows how the total sample responded to questions number five, seven, eight, and nine. In response to question number five, 133 (56.4%) students indicated that they were not employed at the time the questionnaire was returned with 74 (31.4%) indicating that they were unemployed and looking for a job. In question number seven, when asked why they enrolled in the program, 171 (72.5%) checked "to pass the GED". Ninety-eight (41.5%) indicated "to go on to further training". In question number eight, students were asked to check the main reasons they thought people who are able do not come to their class. The three most frequently checked items were "child-care problems" (98 or 41.5%), "do not know about classes" (93 or 39.4%), and "not interested" (91 or 38.6%). When asked why would they drop out if they were going to drop out (Question nine) the most frequently checked item was "Family responsibilities" (75 or 31.8%). It should be noted that questions number eight and nine required speculation on the part of the respondent.

One of the prime objectives was to determine the needs of people currently enrolled in Adult Basic Education Programs, thus, the next tables portray information concerning the nine need categories from Part I and the eight categories from Part II of the questionnaire. In many instances, respondent group scores are presented; this allows one to examine the data in light of the primary project objective.

TABLE II TOTAL SAMPLE RESPONSES TO QUESTIONS 5, 7, 8, and 9

QUESTION 5

What is your present employment situation? (Check only one)

RESPONSE	NO.	%
Full-time job	47	19.9
Full-time job, but am looking for a better one	22	9.3
Part-time job	14	5.9
Part-time job, but am looking for a better one	11	4.7
Unemployed and am looking for a job	74	31.4
Unemployed and not looking for a job	59	25.0
Not answered	9	3.8

QUESTION 7

Why did you enroll in the Adult Education Program? (You may check 1 to 3 reasons)

RESPONSE	NO.	%
To help find a job	44	18.6
To help get a better job or advance in my present job	63	26.7
To pass the G.E.D. (High school equivalency diploma)	171	72.5
To improve my skills (Ex: to help my children, improve my reading, math, etc.)	64	27.1
To get self satisfaction	79	33.5
To go on to college or vocational school or further training	98	41.5
To become less dependent upon public assistance	34	14.4
To meet friends	4	1.7
Others: (Please list)	3	1.3

QUESTION 8

In your area, what do you think are the main reasons why people who are able do not come to this class? (You may check 1 to 3 reasons)

RESPONSE	NO.	%
Do not know about classes	93	39.4
Lack of transportation	57	24.2
Child care problems (babysitting, etc.)	98	41.5
Family conditions (responsibilities, etc.)	54	22.9
Conflict with classtime	28	11.9
Health problems	8	3.4
Not interested	91	38.6
Afraid of what others might think	70	29.7
Others: (Please list)	4	1.7

QUESTION 9

Why would you drop out of this class if you were going to drop out? (You may check 1 to 2 reasons)

RESPONSE	NO.	%
Got a job	44	18.6
Bored	14	5.9
Meeting time	8	3.4
Leaving the community	49	20.8
Family responsibilities	75	31.8
Transportation problems	36	15.3
Child care problems	37	15.7
Health problems (Ex: Illness)	54	22.9
Others: (Please list)	8	3.4

Remarks concerning Table III. The data in this table come from several four-way analyses of variance (2 X 3 X 2 X 2 --Program X Age Level X Sex X City Size); since the dependent variables were the mean scores for the need categories, nine of these analyses were run. Of the thirty-six (36) mean comparisons, twelve (12) statistically significant differences between means (denoted by * or **) were found. Four were due to educational level differences, four due to age level differences, three due to sex differences, and one due to home location. No particular trend appeared to emerge. Two group differences were noted in each of the following need categories: psychological, occupational, family, and health. The largest differences occurred between age levels, with the biggest difference in the financial need category. Here the oldest group's mean was 2.168 while the youngest group's mean was 2.811. The magnitude of the difference is .643, indicating an approximate point midway between an expression of low and medium need. The oldest group saw the financial need as not as important as the youngest group. Because of the small absolute difference between all of these statistically significant differences, it may be more instructive to list the need categories in order of expressed degree of need. Table IV presents this information.

TABLE III NEED CATEGORY RESPONSES BY GROUPS

NEED CATEGORY	GRAND MEAN	n[a]	GROUP								
			PRE-GED	GED	18-25	26-35	36+	MALE	FEMALE	RURAL	URBAN
PSYCHOLOGICAL	3.686[b]	226	3.629 (.645)[c]	3.857* (.678)	3.643 (.702)	3.797 (.632)	3.640 (.626)	3.536 (.683)	3.752* (.639)	3.683 (.667)	3.687 (.657)
INTERPERSONAL	3.118	223	3.122 (.827)	3.107 (.755)	2.928 (.802)	3.227 (.766)	3.1[illegible] (.833)	2.950 (.851)	3.192* (.779)	3.073 (.754)	3.132 (.831)
OCCUPATIONAL	3.715	220	3.711 (1.080)	3.728 (1.038)	3.949 (.820)	3.685 (1.184)	3.338** (1.171)	3.785 (1.078)	3.685 (1.066)	3.496 (1.167)	3.829* (.998)
FINANCIAL	2.576	224	2.514 (1.042)	2.767 (1.138)	2.811 (1.049)	2.637 (1.117)	2.168** (.947)	2.606 (1.119)	2.563 (1.051)	2.381 (.961)	2.670 (1.113)
FAMILY	1.880	222	1.787 (.854)	2.164** (1.024)	2.087 (.965)	1.831 (.789)	1.624** (.865)	1.704 (.783)	1.959 (.956)	1.784 (.891)	1.936 (.921)
HEALTH	2.658	224	2.540 (.863)	3.022** (.998)	2.570 (.833)	2.730 (1.010)	2.648 (.953)	2.463 (.808)	2.741* (.953)	2.717 (.929)	2.628 (.919)
LEGAL	1.893	226	1.821 (.772)	2.116* (.980)	1.893 (.718)	2.030 (.969)	1.749 (.825)	1.928 (.807)	1.879 (.848)	1.784 (.803)	1.954 (.846)
EDUCATIONAL	3.746	227	3.712 (.908)	3.850 (.972)	3.619 (.925)	3.859 (.983)	3.800 (.880)	3.742 (.999)	3.748 (.892)	3.643 (.976)	3.795 (.898)
PROGRAMMATIC	2.396	225	2.377 (.862)	2.460 (.903)	2.189 (.765)	2.510 (.887)	2.597** (.938)	2.432 (.873)	2.381 (.871)	2.453 (.871)	2.370 (.874)

[a]Sample indicates total number of respondents who checked all five items in each category.

[b]Possible scores run from 5.00 (very high need) to 1.00 (no need).

[c]These are standard deviations for the mean score.

*p = ≤ .05

**p = ≤ .01

Remarks concerning Table IV. The ranking of the categories by mean scores indicates substantial agreement between groups. Some differences occurred within the ranking of the top three, the middle three, and the last three categories; however, there is a good deal of similarity overall in the importance of these categories as expressed by the mean group scores. Programmatic, Legal, and Family categories were least important while Educational, Psychological, and Occupational categories occupied the three most important positions. Each of the latter three categories showed a mean very close to 4.00 (high need); this was true for each of the groups as well as the overall means for the entire sample (see data in Table III).

In an effort to discover particular items within a need category which may have contributed most to the mean score for the category, the individual items for each category were examined. Table V contains this information.

TABLE IV RANK ORDER OF NEED CATEGORIES BY GROUPS

NEED CATEGORY	GROUP									
	PRE-GED	GED	18-25	26-35	36+	MALE	FEMALE	RURAL	URBAN	COMPOSITE
EDUCATIONAL	1	2	3	1	1	2	2	2	2	1
PSYCHOLOGICAL	3	1	2	2	2	3	1	1	3	2
OCCUPATIONAL	2	3	1	3	3	1	3	3	1	3
INTERPERSONAL	4	4	4	4	4	4	4	4	4	4
HEALTH	5	5	6	5	5	6	5	5	6	5
FINANCE	6	6	5	6	7	5	6	7	5	6
PROGRAMMATIC	7	7	7	7	6	7	7	6	7	7
LEGAL	8	9	9	8	8	8	9	8.5	8	8
FAMILY	9	8	8	9	9	9	8	8.5	9	9

Remarks concerning Table V. Although the averages for each item are not consistent from group to group, there appears to be enough similarity in many of the item scores across these groups to see some trends emerge. For example, item twelve (12) is regarded as a high need for each of the groups. The same appears to be true for item forty-six (46), where the average score is at least 4.000 for all but two groups, whose averages are very close to 4.000 (3.957 and 3.947).

When examining the top ten items as reflected by the total sample (or grand) mean, it is understandable that the items are in the Educational, Psychological, and Occupational categories, since these categories were the top ranked categories. The same is true for the bottom ten items; all but one are in the Programmatic, Legal, and Family categories, the bottom three categories. Data concerning these items are depicted in Table VI, the items are defined in Table VII.

TABLE V AVERAGE GROUP RESPONSES TO INDIVIDUAL ITEMS

CATEGORY/ITEM	TOTAL GROUP	EDUCATIONAL LEVEL (GROUPS)		AGE (GROUPS)			SEX (GROUPS)		LOCATION (GROUPS)	
		PRE-GED	GED	18-25	26-35	36+	MALE	FEMALE	RURAL	URBAN
PSYCHOLOGICAL										
10	3.855	3.871	3.807	3.791	3.921	3.973	3.611	3.963	3.909	3.828
11	3.691	3.631	3.877	3.591	3.742	3.736	3.521	3.725	3.610	3.731
12	4.328	4.249	4.569	4.398	4.460	4.083	4.296	4.341	4.377	4.301
13	3.255	3.189	3.464	3.330	3.226	3.167	3.188	3.284	3.184	3.305
14	3.281	3.168	3.621	3.209	3.336	3.171	3.056	3.381	3.342	3.261
INTERPERSONAL										
15	2.961	2.948	3.000	2.957	2.951	2.900	2.765	3.043	2.853	3.006
16	2.709	2.743	2.607	2.728	2.650	2.725	2.406	2.842	2.640	2.735
17	3.307	3.328	3.246	3.043	3.597	3.331	3.171	3.366	3.260	3.320
18	3.341	3.333	3.362	3.172	3.540	3.362	3.229	3.389	3.329	3.338
19	3.325	3.316	3.351	3.011	3.500	3.571	3.214	3.373	3.329	3.312
OCCUPATIONAL										
20	4.107	4.074	4.207	4.269	4.097	3.819	4.014	4.146	3.883	4.219
21	3.987	3.977	4.017	4.258	4.000	3.543	4.029	3.969	3.789	4.071
22	3.628	3.626	3.636	3.725	3.633	3.421	4.103	3.424	3.364	3.757
23	3.243	3.276	3.143	3.656	3.115	2.700	3.100	3.306	2.835	3.416
24	3.658	3.617	3.786	3.902	3.742	3.197	3.714	3.634	3.487	3.734
FINANCIAL										
25	2.296	2.168	2.684	2.783	2.082	1.686	2.188	2.342	1.947	2.458
26	2.313	2.253	2.500	2.817	2.180	1.629	2.333	2.304	1.882	2.536
27	2.197	2.105	2.482	2.300	2.361	1.914	2.353	2.131	2.118	2.213
28	3.159	3.115	3.293	3.312	3.246	2.845	2.986	3.233	3.027	3.206
29	2.961	2.920	3.088	2.935	3.274	2.718	3.186	2.864	2.908	2.974
FAMILY										
30	1.970	1.799	2.500	2.215	1.984	1.614	1.797	2.043	1.829	2.046
31	1.673	1.585	1.945	1.783	1.750	1.471	1.667	1.675	1.487	1.772
32	1.820	1.775	1.964	2.032	1.500	1.710	1.478	1.969	1.697	1.887
33	1.957	1.931	2.034	2.441	1.742	1.377	1.800	2.025	1.750	2.046
34	2.048	1.906	2.482	1.934	2.344	2.014	1.826	2.146	2.120	2.020

TABLE V (cont.)

CATEGORY/ITEM	TOTAL GROUP	EDUCATIONAL LEVEL		AGE			SEX		LOCATION	
		PRE-GED	GED	18-25	26-35	36+	MALE	FEMALE	RURAL	URBAN
HEALTH										
35	1.539	1.422	1.909	1.376	1.672	1.632	1.435	1.585	1.539	1.543
36	2.900	2.736	3.411	2.925	3.033	2.671	2.600	3.025	2.763	2.967
37	2.341	2.197	2.786	2.323	2.311	2.304	2.377	2.325	2.421	2.296
38	3.336	3.256	3.579	3.075	3.492	3.514	3.203	3.394	3.467	3.288
39	3.200	3.098	3.509	3.109	3.274	3.171	2.783	3.379	3.461	3.059
LEGAL										
40	1.642	1.626	1.691	1.699	1.738	1.449	1.609	1.656	1.434	1.750
41	3.318	3.257	3.500	3.272	3.532	3.125	3.300	3.325	3.312	3.325
42	1.726	1.638	2.000	1.731	1.902	1.571	1.986	1.615	1.566	1.810
43	1.485	1.416	1.618	1.484	1.623	1.279	1.377	1.503	1.250	1.576
44	1.351	1.225	1.745	1.301	1.361	1.412	1.377	1.340	1.368	1.344
EDUCATIONAL										
45	3.710	3.638	3.930	3.667	3.714	3.841	3.732	3.700	3.587	3.761
46	4.116	4.075	4.241	3.957	4.226	4.157	4.143	4.105	3.947	4.195
47	3.913	3.851	4.105	3.785	3.968	3.986	3.829	3.950	3.882	3.928
48	3.249	3.237	3.286	3.344	3.344	3.043	3.304	3.225	3.039	3.349
49	3.936	3.728	3.759	3.344	4.081	3.870	3.743	3.733	3.684	3.752
PROGRAMMATIC										
50	2.887	2.822	3.089	2.522	2.984	3.257	2.824	2.914	3.013	2.809
51	2.987	3.052	2.778	2.710	3.017	3.406	2.971	2.994	2.973	3.000
52	2.424	2.322	2.737	2.269	2.613	2.486	2.414	2.429	2.377	2.451
53	2.044	2.052	2.018	1.849	2.311	2.087	2.145	2.000	2.184	1.974
54	1.623	1.616	1.643	1.548	1.623	1.691	1.754	1.566	1.711	1.583

Remarks concerning Table VI--the top ten items. There is a considerable degree of regularity between the groups when looking at the top ten items. The largest difference between any group means is .737, found in the means for item forty-nine (49); the smallest difference--indicating the greatest degree of agreement--is found in the scores for item forty-six (46), where the highest score is 3.930 and the lowest 3.587, representing a difference of .194. The GED group scores were consistently the highest (in six of the ten categories); however, none of the lowest scores could be attributed to one group more than any other.

Remarks concerning Table VI--the bottom ten items. The consistency evident in the top ten item scores is present here also. The smallest difference is .206--for item fifty-two (52)--while the largest difference is 1.064 for item thirty-three (33). None of the groups had the majority of the highest or lowest scores. Thus, with the exception of item 33, all of the groups appeared to be in agreement about according the items to the least important areas in terms of need.

Table VII contains a description of these items, including the need category to which each belongs. No additional remarks will be made about Table VII.

TABLE VI TEN HIGHEST AND TEN LOWEST MEAN SCORES

TEN HIGHEST ITEMS

ITEM NUMBER	$\bar{X}$	PRE-GED	GED	18-25	26-35	36 +	MALE	FEMALE	RURAL	URBAN
12	4.328	4.249	4.569	4.398	4.460	4.083	4.296	4.341	4.377	4.301
46	4.116	4.075	4.241	3.957	4.226	4.157	4.143	4.105	3.947	4.195
20	4.107	4.074	4.207	4.269	4.097	3.819	4.014	4.146	3.883	4.219
21	3.987	3.977	4.017	4.258	4.000	3.543	4.029	3.969	3.789	4.071
49	3.936	3.728	3.759	3.344	4.081	3.870	3.743	3.733	3.684	3.752
47	3.913	3.851	4.105	3.785	3.968	3.986	3.829	3.950	3.882	3.928
10	3.855	3.871	3.807	3.731	3.921	3.973	3.615	3.963	3.909	3.828
45	3.710	3.638	3.930	3.667	3.714	3.841	3.732	3.700	3.587	3.761
11	3.691	3.631	3.877	3.591	3.742	3.736	3.521	3.725	3.610	3.731
24	3.658	3.617	3.786	3.902	3.742	3.197	3.714	3.634	3.487	3.734

TEN LOWEST ITEMS

ITEM NUMBER	$\bar{X}$	PRE-GED	GED	18-25	26-35	36 +	MALE	FEMALE	RURAL	URBAN
44	1.351	1.225	1.745	1.301	1.361	1.412	1.377	1.340	1.368	1.344
43	1.465	1.416	1.618	1.484	1.623	1.279	1.377	1.503	1.255	1.576
35	1.539	1.422	1.909	1.376	1.672	1.632	1.435	1.585	1.539	1.543
52	1.623	1.616	1.643	1.548	1.623	1.691	1.754	1.566	1.711	1.583
40	1.642	1.626	1.691	1.699	1.738	1.449	1.609	1.656	1.434	1.750
31	1.673	1.585	1.945	1.783	1.750	1.471	1.667	1.675	1.487	1.772
42	1.726	1.638	2.000	1.731	1.902	1.571	1.986	1.615	1.566	1.810
32	1.820	1.775	1.964	2.032	1.500	1.710	1.478	1.969	1.697	1.887
33	1.957	1.931	2.034	2.441	1.742	1.377	1.800	2.025	1.750	2.046
30	1.970	1.799	2.500	2.215	1.984	1.614	1.797	2.043	1.829	2.046

TABLE VII TOP TEN AND BOTTOM TEN ITEM DESCRIPTIONS

TOP TEN ITEMS

ITEM NUMBER	CATEGORY	ITEM DESCRIPTION
12	Psychological	I would like to plan better for the future.
46	Educational	I would like to know what further school or training I might do well at.
20	Occupational	I would like to find out what jobs I would be good at (my strengths and weaknesses).
21	Occupational	I would like to get some job training.
49	Educational	I would like to learn how to study.
47	Educational	I would like to know what courses or training are offered in this area.
10	Psychological	I would like to be more self confident.
45	Educational	I would like to know what courses are offered at Lewis and Clark Community College.
11	Psychological	I would like to feel better about myself.
24	Occupational	I would like to know what jobs are available.

BOTTOM TEN ITEMS

ITEM NUMBER	CATEGORY	ITEM DESCRIPTION
44	Legal	I would like to solve my traffic ticket, police and/or court related problems.
43	Legal	I would like to solve my legal problems that came from my divorce or separation.
35	Health	I would like to solve my (husband, child) drinking or drug problems.
52	Programmatic	I would like to be in a slower or faster Adult Education group.
40	Legal	I would like to solve my landlord related problems (getting needed repairs, evictions).
31	Family	I would like to solve my personal problems that came from my divorce or separation.
42	Legal	I would like to solve my problems with bill collectors.
32	Family	I would like to better cope or deal with the responsibility of being a single parent.
33	Family	I would like to know more about family planning.
30	Family	I would like to solve my child-care problems (babysitting, etc.).

The above concludes the discussion of the data related to both the general, descriptive statistics and the inferential statistics of the nine need categories in Part I of the questionnaire. The next portion of this section is devoted to the presentation and discussion of the information gathered relative to Part II of the questionnaire. Part II asked respondents to indicate whether they would like to receive information on or talk to someone about items taken from eight of the nine need categories. As indicated earlier, items from the Programmatic category were not included in Part II. Table VIII shows the average number of items checked in each of the eight categories by the entire group as well as each of the subgroups. The analysis format used for data reported above was also used to analyze information concerning Part II; that is, several four way analyses of variance were run to determine if statistically significant differences could be found between any of the group means.

Remarks concerning Table VIII. Of the thirty-two (32) comparisons between means, eleven (11) statistically significant differences were found. The largest difference occurred in the Occupational category, where the oldest age group checked, on the average, 1.781 items while the youngest age group checked, on the average, 2.785 items in the category. The smallest statistically significant difference is in the Family category, where the rural group checked, on the average, .701 items and the urban group checked, on the average, .673 items in the category. The most meaningful or practically significant difference is the former, since this indicates the average member in the youngest group checked one more item than did the average in the oldest group. This suggests that the youngest group attached more importance to the Occupational category than the oldest group. Upon examination

of the means of the total group, it is apparent that the Occupational, Educational, and Psychological categories occupy the top positions in terms of desiring more information. This compares favorably with Table IV, which indicated Educational, Psychological, and Occupational categories as those with the highest expressed need. Table IX contains the ranking of all the categories by each group; a composite ranking is also given.

TABLE VIII AVERAGE NUMBER OF ITEMS CHECKED WITHIN A CATEGORY BY GROUP

CATEGORY	GRAND MEAN	GROUP								
		PRE-GED	GED	18-25	26-35	36 +	MALE	FEMALE	RURAL	URBAN
PSYCHOLOGICAL	1.686 (1.520)c	2.567 (1.465)	2.052* (1.638)	1.785 (1.495)	1.873 (1.591)	1.411 (1.489)	1.569 (1.341)	1.738 (1.593)	1.571 (1.626)	1.745 (1.467)
INTERPERSONAL	1.025 (1.414)	.9494 (1.294)	1.259 (1.723)	.850 (1.367)	1.413 (1.583)	.904* (1.271)	1.083 (1.371)	1.000 (1.436)	1.026 (1.469)	1.091 (1.398)
OCCUPATIONAL	2.403 (1.572)	2.393 (1.560)	2.431 (1.623)	2.785 (1.510)	2.444 (1.532)	1.781** (1.521)	2.611 (1.658)	2.311 (1.529)	2.169 (1.576)	2.516 (1.571)
FINANCE	1.128 (1.330	1.017 (1.278)	1.474* (1.441)	1.348 (1.463)	1.318 (1.293)	.603** (.968)	1.264 (1.886)	1.068 (1.182)	.961 (1.129)	1.212 (1.419)
FAMILY	.677 (1.032)	.562 (.863)	1.035** (1.388)	.772 (1.028)	.794 (1.034)	.411* (.955)	.444 (.886)	.779* (1.077)	.701 (1.125)	.673* (.991)
HEALTH	1.255 (1.265)	1.146 (1.155)	1.597** (1.522)	1.239 (1.199)	1.540 (1.412)	.959* (1.160)	1.139 (1.179)	1.307 (1.302)	1.364 (1.287)	1.212 (1.260)
LEGAL	.723 (1.080)	.702 (1.039)	.790 (1.206)	.804 (1.051)	.841 (1.194)	.502 (.959)	.833 (1.163)	.675 (1.042)	.584 (.937)	.795 (1.146)
EDUCATIONAL	2.355 (1.725)	2.350 (1.638)	2.368 (1.988)	2.297 (1.073)	2.683 (1.812)	2.110 (1.629)	2.486 (1.744)	2.296 (1.719)	2.325 (1.642)	2.374 (1.766)

*p = ≤ .05

**p = ≤ .01

cThese are standard deviations for the mean score.

Remarks concerning Table IX. There was a high degree of agreement regarding the top three, the middle three, and the last two categories. Some disagreement occurred within the rankings; however, the similarity of the rankings in Tables IV and IX is an indication that high need categories are also those for which additional information is requested. This similarity might also be regarded as an internal consistency check, verifying the items checked by respondents in Part I by examining their responses in Part II. In keeping with the relationship between Tables IV, V, VI, and VII, the following three tables provide more definitive information about the results reported in Tables VIII and IX.

TABLE IX RANK ORDER OF INFORMATIONAL CATEGORIES BY GROUP MEANS

INFORMATIONAL CATEGORY	GROUP									
	PRE-GED	GED	18-25	26-35	36 +	MALE	FEMALE	RURAL	URBAN	COMPOSITE
OCCUPATIONAL	1	1	1	2	2	1	1	2	1	1
EDUCATIONAL	2	2	2	1	1	2	2	1	2	2
PSYCHOLOGICAL	3	3	3	3	3	3	3	3	3	3
HEALTH	4	4	5	4	4	4	4	4	4.5	4
FINANCE	5	5	4	6	6	5	5	6	4.5	5
INTERPERSONAL	6	6	6	5	5	6	6	5	6	6
LEGAL	7	8	7	7	7	7	8	8	7	7
FAMILY	8	7	8	8	8	8	7	7	8	8

Remarks concerning Table X. Data in this table show that, for example, while the Occupational category received the highest number of total selections, certain of the items in the category were the "most popular". Item number sixty-eight (68) received far fewer selections than did the other four items.

A glance at the other items within the remaining categories substantiates what has been said about the Occupational category. Thus it is important to examine the items in light of their contributions to the overall ranking of the category. It is also necessary to look carefully at the selection of items by particular groups of respondents. A good example is found in the selection of item seventy (70), which belongs in the Finance category. The percentages of the three age groups selecting this item varies widely, ranging from thirty-one percent (31%) of the youngest group to seventeen point five percent (17.5%) of the middle group to nine point six percent (9.6%) of the group who are thirty-six or more years old. Information of this type can be especially helpful to the Human Renewal Services people as they attempt to meet the desires of certain groups of adults in the program. However, in an attempt to provide some overall information of the importance of some of these items, the top ten and bottom ten items were selected out of Table X. They were chosen on the basis of the largest number of selections by the entire sample. Table XI contains this information.

TABLE X NUMBER OF ITEMS SELECTED BY GROUPS

CATEGORY/ITEM	TOTAL GROUP	EDUCATIONAL LEVEL		AGE			SEX		LOCATION	
		PRE-GED	GED	18-25	26-35	36+	MALE	FEMALE	RURAL	URBAN
PSYCHOLOGICAL										
55	98	72	58	32	33	30	26	72	33	64
56	67	46	21	28	16	20	15	52	22	44
57	132	97	35	64	36	28	45	53	37	94
58	34	23	11	16	9	9	11	23	12	22
59	67	41	26	26	24	16	16	51	17	50
INTERPERSONAL										
60	46	33	13	19	17	9	12	34	16	29
61	38	24	14	14	12	11	12	26	11	27
62	63	48	15	16	25	20	25	38	21	42
63	31	19	12	11	12	7	6	25	12	19
64	64	45	19	19	24	19	23	41	20	43
OCCUPATIONAL										
65	101	77	24	54	21	20	34	67	26	74
66	166	128	38	71	43	47	51	115	53	112
67	120	96	24	55	35	25	36	84	35	84
68	65	43	22	25	21	16	31	34	23	42
69	116	83	33	55	34	22	37	79	30	84
FINANCE										
70	51	32	19	29	11	7	17	34	11	40
71	36	23	13	20	9	6	15	21	6	30
72	31	18	13	15	10	3	13	18	9	21
73	84	63	21	37	27	16	21	63	29	54
74	67	46	21	26	26	13	26	41	19	48

TABLE X (cont.)

CATEGORY/ITEM	TOTAL GROUP	EDUCATIONAL LEVEL		AGE			SEX		LOCATION	
		PRE-GED	GED	18-25	26-35	36+	MALE	FEMALE	RURAL	URBAN
FAMILY										
75	40	19	21	19	13	6	5	35	17	23
76	26	17	9	11	7	7	4	22	7	19
77	28	17	11	12	9	4	2	26	10	18
78	33	26	7	18	7	6	12	21	7	26
79	33	21	12	12	14	7	9	24	13	20
HEALTH										
80	20	12	8	5	8	6	4	16	6	14
81	52	32	20	26	16	7	17	35	14	38
82	45	26	19	19	13	9	16	29	19	26
83	76	57	19	33	25	16	22	54	27	49
84	102	74	28	35	32	31	23	79	38	63
LEGAL										
85	20	15	5	8	7	4	7	13	4	16
86	84	64	20	38	26	17	24	60	27	56
87	29	21	8	12	10	7	16	13	5	24
88	19	11	8	8	5	5	4	15	5	14
89	19	13	6	9	5	4	9	10	4	15
EDUCATIONAL										
90	119	86	33	47	36	33	41	78	40	78
91	119	90	29	41	36	37	37	82	41	77
92	96	71	25	45	29	20	30	66	29	67
93	99	75	24	31	34	30	37	62	33	65
94	121	94	27	48	34	34	35	86	36	84

Remarks concerning Table XI. Due to the between group differences in the importance of an item, each of the lists of ten items contains a ranking representing the individual respondent groups. In this way, the relative saliency of an item for a particular group can be determined. The procedure also allows one to determine how consistently important an item is across groups. The composite ranking is the average of the items' ranks across all groups. In some cases, there are ties in the rankings. This occurs when two or more items have been checked the same number of times. The bottom of Table XI illustrates the discrepancy between the total group ranking and the composite ranking. Because there appeared to be some large differences between these rankings, a Spearman rank correlation coefficient was calculated to determine the degree of relationship between the rankings. A correction for ties was used due to number of ties in the rankings. The Spearman rho (correlation coefficient for ranks) for the top ten item rankings was .8727; for the bottom ten item rankings the calculated rho was .9052. Both of these are highly significant statistically ($p=.01$), indicating a strong relationship between the rankings for each set of items. However, one cannot ignore the discrepancy that does exist across these items; it furnishes an unique bit of information regarding the desire of particular groups to obtain feedback about particular items. Table X provides the necessary data for all the items and should be utilized to obtain these bits of information.

Table XII is included to provide descriptive information regarding the top ten and bottom ten statements discussed above. Starred items are those which were also present in Table VII, which contained the top ten and bottom ten need items.

TABLE XI TEN HIGHEST AND TEN LOWEST ITEMS AS DETERMINED BY RESPONSES OF THE ENTIRE SAMPLE POPULATION

RANKING BY INDIVIDUAL GROUPS

HIGHEST ITEMS	PRE-GED	GED	18-25	26-35	36 +	MALE	FEMALE	RURAL	URBAN	COMPOSITE
66	1	1	1	1	1	1	1	1	1	1
57	2	2	2	3	7	2	10	5	2	2
94	4	7	6	6	3	8	2	6	4	5
67	3	8	3.5	8	8	7	3	7	4	6.5
90	6	3.5	7	3	4	3	7	3	6	4
91	5	5	8	3	2	5	4	2	7	3
69	7	3.5	3.5	6	9	5	5.5	9	4	6.5
84	10	6	9	9	5	10	5.5	4	10	8
65	8	8	5	10	10	9	8	10	8	10
93	9	8	10	6	6	5	9	8	9	9
LOWEST ITEMS										
88	1	5	2.5	1.5	5	3	4	3.5	1.5	2
89	3	2	4	1.5	3	7	1	1.5	3	3
80	2	5	1	6	6.5	3	5	5	1.5	1
85	4	1	2.5	4	3	6	2.5	1.5	4	4
76	5.5	7	5.5	4	9	3	8	6.5	6.5	5
77	5.5	8	7.5	7	3	1	10	9	5	6
87	9	5	7.5	8.5	9	10	2.5	3.5	9	7
63	8	8	5.5	10	9	5	9	10	6.5	10
72	7	10	9	8.5	1	9	6	8	8	9
78	10	3	10	4	6.5	8	7	6.5	10	8

SUMMARY OF DISCREPANCIES IN RANKING

RATING OF HIGHEST ITEMS			RATING OF LOWEST ITEMS		
ITEM	ENTIRE GROUP	COMPOSITE	ITEM	ENTIRE GROUP	COMPOSITE
66	1	1	88	1.5	2
57	2	2	89	1.5	3
94	3	5	80	3.5	1
67	4	6.5	85	3.5	4
90	5.5	4	76	5	5
91	5.5	3	77	6	6
69	7	6.5	87	7	7
84	8	8	63	8.5	10
65	9	10	72	8.5	9
93	10	9	78	10	8

Remarks concerning Table XII. Since this table essentially repeats information supplied in Table XI comments related to the above table will be kept at a minimum. It is of some interest to note that eight of the top ten items and seven of the bottom ten items were also present in Table VI, which contained the top ten and bottom ten need items. (The need items were described in Table VII.) These facts suggest that not only did the overall group express a need for certain issues, but the group also desired more information about those issues. It should also be pointed out that there were two high need items not represented in Table XII. Additional discussion concerning this table will be given in the last section of this report.

This concludes the report of material related to Part II. The last section of this part of the report concerns the presentation and discussion of material regarding the two open ended questions which composed Part III of the questionnaire.

TABLE XII TOP TEN AND BOTTOM TEN ITEM DESCRIPTIONS
(FROM PART II OF THE QUESTIONNAIRE)

TOP TEN ITEMS

ITEM NUMBER	CATEGORY	ITEM DESCRIPTION
*66	OCCUPATIONAL	finding out what I'm good at (my strengths and weaknesses)
*57	PSYCHOLOGICAL	planning for the future
*94	EDUCATIONAL	educational strengths and weaknesses
*67	OCCUPATIONAL	getting job training
*90	EDUCATIONAL	courses offered at Lewis and Clark
*91	EDUCATIONAL	courses offered in this area
*69	OCCUPATIONAL	what jobs are available
84	HEALTH	losing/gaining weight
65	OCCUPATIONAL	getting a job
*93	EDUCATIONAL	learning how to study

BOTTOM TEN ITEMS

ITEM NUMBER	CATEGORY	ITEM DESCRIPTION
*88	LEGAL	legal divorce problems
*89	LEGAL	traffic ticket, police, and court problems
80	HEALTH	drinking and drug problems
*85	LEGAL	landlord relations
*76	FAMILY	divorce and/or separation
*77	FAMILY	problems of being a single parent
*87	LEGAL	dealing with bill collectors
63	INTERPERSONAL	being afraid of using social agencies
72	FINANCE	credit problems (loans, credit cards)
*78	FAMILY	family planning

*Items which were present also in Table VI.

Remarks concerning Table XIII. This table represents responses to the open-ended question number one, Part III--"What are some of the major problems that you have or had, to overcome in order for you to attend this class?". Responses were categorized according to the nine need areas utilized in Part I and frequency counts were made by category within respondent groups. As an examination of the individual responses provided in Appendix B shows, the categories presented in the table are heavily influenced by a single item in many of the categories. For example, responses categorized under "Family" were predominately related to babysitting and child-care problems; the "Financial" category was totally represented by problems having to do with transportation; and the "Psychological/Interpersonal" category was dominated with concerns relating to a lack of self-confidence. It is interesting to note that the second highest rated category "Psychology/Interpersonal" (35 responses) supports the findings of Parts I and II (Tables IV and IX) of the questionnaire which also showed the Psychological area of need to be of relatively high importance. A point which dictates further exploration is the fact that although "Family" problems (predominately babysitting) was rated highest (44 responses), this item received a relatively low rating in Parts I and II.

TABLE XIII RESPONSES TO PART III, QUESTION NO. 1

	PRE-GED	GED	18-25	26-35	36 +	MALE	FEMALE	RURAL	URBAN	TOTAL
TOTAL	94	41	57	44	34	39	96	51	84	135
PSYCHOLOGICAL/ INTERPERSONAL	27	8	13	13	9	12	23	9	26	35
OCCUPATIONAL	10	1	4	5	2	8	3	5	6	11
FINANCIAL	15	10	15	5	5	4	21	11	14	25
FAMILY	25	19	21	12	11	7	37	20	24	44
PHYSIOLOGICALLY	6	0	3	2	1	3	3	0	6	6
PROGRAMMATIC/ EDUCATIONAL	12	3	2	7	6	5	10	5	9	15

Remarks concerning Table XIV. This data documents the type and frequency of response to question number two, Part III--"What do you suggest we do to make your class better so that more people will be able to come and stay?" The responses were not grouped according to the previously defined nine areas of need since the items did not lend themselves to this taxonomy. The categories presented represent what was perceived as the natural areas into which the responses fell. It should be noted that the highest rated category, Babysitting/Child-care (24 responses), is in concurrence with the response rate to question number one, Part III, Table XIII (highest response: Family) and question number eight, Part I, Table II (highest response: Child-care problems). The reader is strongly suggested to examine the list of responses to both open-ended questions provided in Appendix B.

TABLE XIV RESPONSES TO PART III, QUESTION NO. 2

CATEGORY	TOTAL SAMPLE RESPONSES
BABYSITTING/CHILD-CARE	24
CLASSROOM PRACTICES	23
RECRUITMENT	17
TEACHER AID	14
COUNSELING SERVICES	12
TRANSPORTATION	12
CLASS SCHEDULING	10
OTHER	5

IV. CONCLUDING REMARKS

This final section is devoted to a summarization of the data and accompanying remarks (contained in the previous pages) and recommendatory statements concerning the development and administration of the needs assessment questionnaire. References will be made to some of the tables and related comments contained above as well as to the questionnaire as presented in Appendix B.

The primary intent of this report was to satisfy the objective specified in the proposal: to survey the needs of a diversified adult basic education clientele and analyze the similarities and differences among urban and rural participants, male and female, basic and secondary levels, and age groupings. Although the questionnaire return rate of seventy-six percent (76%) was less than optimal, the return sample of two hundred thirty-six (236) did allow for some reasonable data analysis techniques. However, caution must be used in the degree to which the summaries are generalized. For example, there were disproportionate percentages of respondents in at least three of the group memberships: Educational Level (75.4% PRE-GED, 24.6% GED), Sex (30.5% Male, 69.5% Female), and Location (32.9% Rural, 67.1% Urban). If the typical ABE student enrollment is in fact as disproportionate in the above areas as these data indicate, then of course the concern about generaliability no longer exists. Perhaps it would be reasonable to ascertain whether, in fact, there exists a "typical" ABE population. One last statement needs to be made about the distribution of returns. Table I contains the number of respondents in each of twenty-four categories; these categories represent differing combinations of groupings (Pre-GED, 18-25, Males, Rural Location; Pre-GED, 18-25, Males, Urban Location, etc.). The combinations were pre-

sented to describe more accurately the sample; they were also part of the four-way analyses of variance, representing interaction levels. These interactions were not reported for two reasons: there were very few significant interactions, and the number of cases on which the interaction means were based were very small.

With regard to the differences between means, Tables III and VIII showed that about one-third of the means were statistically significantly different from one another. However, the magnitude of the differences were not generally perceived as large enough to be practically significant. For example, the largest difference of the twelve statistically significant findings in Table III was 0.643, where mean scores could range from 5.000 (indicating very high need) to 1.000 (no need). A difference between averages of 0.643 is not considered to be very large. The exception is noted in Table VIII, in which the largest difference amounted to 1.004. Where mean scores could range from 5.000 (indicating a desire to receive additional information about all five items in a category) to 0.000 (not wishing information about <u>any</u> of the five items), this difference <u>is</u> considered to be practically significant. The difference occurred in the Occupational category, which held a high priority position on the part of all respondent groups.

The overall impact of the analyses of variance was that the average scores for the categories in Part I and Part II were not very different from group to group. These overall statistically and practically non-significant findings do not mean important interpretations cannot be made. For example, it is important to learn that the different respondent groups' average scores were approximately the same from category to category and that the respondent groups attached the same general

significance to the categories. Educational, Occupational, and Psychological areas occupy positions of priority for all ABE/GED students, regardless of how these students might be descriptively categorized. Issues related to Finance, Legal, and Family matters were not viewed as areas of similar importance. Tables IV and IX contain this information.

"Exploding" the categories into the individual items allows for a closer look at category importance/nonimportance: some items have obviously contributed more to the average category score than other items. Tables V and X provide this evidence. The display of this information also gives a clearer overall picture of the similarities and differences of the respondent groups; Table X, in particular, substantiates this.

An examination of the ten highest and lowest scores for items in both Parts I and III of the questionnaire reveals great similarities; respondents who felt a particular item in Part I to be important also wanted more information about that item, as shown by the number who checked that corresponding item in Part III. The fact that there were two items in the top ten of Part I which were not repeated in the top ten of Part III provides some evidence that respondents were completing the questionnaire with some degree of care.

Finally, the open-ended responses presented in the last two tables indicate the problems that ABE students attempt to overcome while striving for additional education. While some of the services they would like the particular educational organization to provide (e.g., child care) may be beyond the resources of the organization, the responses nonetheless provide yet another insight into the thoughts, ideas, desires, etc.

of the ABE population. Because any information about the student population is helpful when a system has little or none with which to start, responses to such open-ended questions must be carefully examined, albeit in light of the total number of responses and the particular groups to which the respondents belong.

A few comments are in order in regards to the administration of the questionnaire. It was reported in the April, 1976, version of this interim report that 236 questionniares were returned representing a return rate of 49 percent. This rate of return was based on a Lewis and Clark Community College January, 1976, Adult Basic Education enrollment figure of 482. Upon examination of Lewis and Clark ABE instructor attendance records in June it was found that the true enrollment figure at the time of questionnaire administration was 310. Thus the actual rate of questionnaire return was a respectable 76 percent.

The roughly two-hundred adults who were no longer in attendance at the time of questionnaire administration (March 15-19, 1976) represent those individuals who had opted to "drop out" or had already passed the G.E.D. It should be noted that the lack of response from these two groups may have biased the results of the questionnaire.

In conclusion, the development and utilization of this questionnaire provided a valuable experience for the staff at LCCC who are responsible for ABE programs. Initially, it was felt that Part I, since it agreed so closely to Part II, need not be included as part of a questionnaire given to ABE students. However, because of

differences within categories it is felt that Parts I and II of the questionnaire should both be retained. It is questionable to run sophisticated analyses with the data, if in fact the LCCC questionnaire sample is typical of most ABE students. A second or third sample from another geographical area would enable the typicality question to be answered. At any rate, the suggested revisions to the questionniare would include some items in Part I; Parts II and III should remain virtually the same. For example, question numbers eight and nine of Part I requested speculation on the part of the respondents and should probably not be included in another questionnaire of this type.

APPENDIX A

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Dear Sir:

I would like to inform you of, and ask your cooperation in, a state-funded "Human Renewal Services" demonstration project recently initiated at Lewis and Clark Community College. The objectives of this project are:

1. To review the status of supportive services for Adult Basic Education programs, particularly how exemplary services were developed, implemented and evaluated.

2. To survey via a questionaire the needs (psychological, health, financial, occupational, legal, etc....) of a diversified Adult Basic Education clientele.

3. To solicit input from agencies such as Public Aid, Children and Family Services, Mental Health, CETA, etc. concerning the role they could play in meeting needs in this area.

4. To develop a model plan, based on real and perceived needs and institutional and agency capabilities, to provide a wide variety of supportive services to Adult Basic Education students in the program which can be adapted for use by other programs.

As part of the first phase of the project, we are in the process of gathering materials which might facilitate the accomplishment of objectives "1" and "2". More specifically, we are seeking information (i.e., sample questionaires, related materials, contact people, etc....) which might expedite the development of a simple, non-threatening, valid, student needs questionaire (objective "2"). We are also attempting to identify and obtain materials (program descriptions, references, etc....) relevant to a review of the status of supportive services for Adult Dasic Education students (objective "1"). Any information which you might be able to provide will be greatly appreciated. I await your response.

Sincere y,

John M Silvester

57

John M. Silvester
Coordinator of Human Renewal Services

Jms/dr

(INSTRUCTOR QUESTIONNAIRE)

48 NAME_____

----ADULT BASIC EDUCATION STUDENT NEEDS----

Introduction: The purpose of this questionnaire is to elicit your opinions as to the needs, concerns, and problems of your ABE students. Part I of the questionnaire deals with specific ABE student needs. Part II deals with potential services which could be provided to students.

PART I -- STUDENT NEEDS

Instructions: Below is a list of ABE student needs, concerns, and problems developed from 17 LCCC ABE instructor interviews and a review of the literature. Based on your opinions and preceptions, circle each of the student-need items as to their degree of significance for your total ABE student population (both active and dropouts), The rating scale which follows is to be employed.

5 = a very high degree of significance
4 = a high degree of significance
3 = a medium degree of significance
2 = a low degree of significance
1 = no degree of significance
X = have no idea of degree of significance

SOCIO-PSYCHOLOGICAL FACTORS: Needs and problems arising from his/her attitudes, beliefs, values, and general disposition.	($\bar{X}$)	(SD)	SIGNIFICANCE OF NEED (NUMBER OF RESPONSES)					
			VERY HIGH 5	HIGH 4	MEDIUM 3	LOW 2	NONE 1	NO IDEA X
(1) lack of self-confidence (ex., fear of failure	4.294	.666	7	8	2	0	0	0
(2) low self-esteem	3.823	.708	3	8	6	0	0	0
(3) lack of motivation	3.176	.983	2	4	6	5	0	0
(4) lack of self-discipline	3.235	1.002	2	5	5	5	0	0
(5) unsure of or no long-term goals	3.176	1.099	2	3	10	1	0	0
(6) fatalistic	1.647	1.369	1	1	1	6	4	4
(7) lack a realistic assessment of their abilities	3.235	.877	2	3	9	3	0	0
(8) excessive anxiety	2.352	1.327	0	4	4	6	0	2
(9) inability to get along with others	1.529	.777	0	0	1	9	5	2
(10) lack of awareness of community resources (agencies, employment and educational opportunities)	3.294	.570	2	2	11	2	1	0
(11) fear of, or not knowing how to deal with social-service agencies	2.647	1.134	1	2	7	5	1	1

				SIGNIFICANCE OF NEED					
				VERY HIGH	HIGH	MODERATE	LOW	NONE	NO IDEA
				5	4	3	2	1	X
		($\bar{X}$)	(SD)	(NUMBER OF RESPONSES)					
(12)	alienation from community	2.235	1.307	1	1	5	7	0	3
SOCIO-ECONOMIC FACTORS: Needs and problems arising from his/her environment and life situation.									
(13)	high rates of unemployment	3.294	1.404	2	8	4	1	0	2
(14)	having or setting unrealistically high or low educational and/or vocational goals	2.470	1.378	2	1	5	6	1	2
(15)	lack of transportation	2.294	1.225	1	1	5	7	1	2
(16)	substandard housing	2.117	1.410	0	3	5	4	1	4
(17)	problems with credit	1.000	1.328	0	1	2	3	1	10
(18)	Poor money management	1.117	1.567	0	2	3	1	0	11
(19)	child-care problems	3.117	1.080	1	5	8	2	0	1
(20)	lack of support from home to attend "ABE" classes	2.176	1.383	1	1	6	4	2	3
(21)	problems emanating from single-parent families	2.117	1.568	1	1	8	1	1	5
(22)	problems emanating from divorces and separations	2.176	1.618	1	3	4	4	0	5
(23)	unwanted pregnancies	1.000	1.137	0	0	2	5	1	9
(24)	emotional isolation from spouse	1.411	1.240	0	0	4	6	0	7
(25)	dental; visual; hearing defects	2.058	1.212	1	1	2	9	2	2
(26)	excessive tiredness or fatigue	2.764	.732	0	2	10	4	1	0
(27)	obesity	1.823	.985	0	1	2	9	3	2
(28)	lack of attention to impending symptoms of illness	1.470	.978	0	0	2	8	3	4
(29)	landlord relations (evictions, needing repairs)	1.176	1.618	0	0	4	4	0	9
(30)	difficulties arising with motor, civil, and criminal violations	1.529	1.419	0	1	5	3	1	7

			SIGNIFICANCE OF NEED					
			VERY HIGH	HIGH	MEDIUM	LOW	NONE	NO IDEA
			5	4	3	2	1	X
		($\bar{X}$)	(SD)	(NUMBER OF RESPONSES)					
(31)	lack of awareness of insurance (life, health, burial)	1.000	1.137	0	1	1	4	2	9
PROGRAMATIC FACTORS: Needs and problems arising from the educational program itself.									
(32)	class schedules were too rigid	2.000	1.137	1	1	2	6	7	0
(33)	classes were too large to receive the needed individualized attention	2.529	1.144	1	2	6	4	4	0
(34)	misinformed about goals and purposes of the class	1.764	.732	0	1	0	10	6	0
(35)	materials weren't adult oriented	1.588	.692	0	0	2	6	9	0
(36)	classes and materials did not seem relevant to their needs	1.647	.762	0	0	2	8	6	1
(37)	too tired to attend classes after a full day of work	2.882	.759	0	3	10	3	1	0
(38)	turned off by all the testing	1.941	.725	0	0	3	11	2	1
(39)	inappropriate class placement	1.411	.845	0	0	2	5	8	2

PART II -- SERVICE NEEDS

Instruction: Below is a list of services which community agencies and the college might be able to provide. Based on your opinion and working on an assumption that these services could be provided, circle the signficance of need for each of the services. The same rating scale utilized in PART I will be employed.

INTAKE SERVICES:									
(1)	student interview and orientation	3.882	1.410	8	4	2	2	0	1
(2)	student testing	3.117	1.491	4	3	5	2	2	1
(3)	student registration	2.764	1.477	2	4	4	4	1	2
INDIVIDUALIZING SERVICES:									
(4)	guidance-counseling: educational	4.117	.902	7	6	3	1	0	0
(5)	guidance-counseling: vocational	4.352	.687	8	7	2	0	0	0
(6)	guidance-counseling: personal	4.235	.877	8	6	2	1	0	0

			SIGNIFICANCE OF NEED					
			VERY HIGH	HIGH	MEDIUM	LOW	NONE	NO IDEA
			5	4	3	2	1	X
	($\bar{X}$)	(SD)	(NUMBER OF RESPONSES)					
(7) information and referral: legal, health, family, financial, and educational-related matters	3.882	1.279	7	4	5	0	0	1
(8) information and referral: job placement and training	4.352	.768	9	5	3	0	0	0
FOLLOW UP SERVICES:								
(9) follow-up of dropouts	4.235	1.002	10	2	4	1	0	0
(10) follow-up on GED graduates	4.176	.859	7	7	2	1	0	0
(11) follow-up of absences	4.117	.965	8	4	4	1	0	0
SPECIAL SERVICES:								
(12) transportation	3.117	1.324	5	0	5	6	1	0
(13) tutoring	3.529	1.289	5	5	2	4	1	0
(14) child care	3.529	1.289	4	6	4	2	0	1

PART I -- STUDENT NEEDS

The 15 highest-rated items in rank order.

	ITEM NUMBER		AVERAGE
1.	(1)	lack of self-confidence	4.294
2.	(2)	low self-esteem	3.823
3.	(13)	high rates of unemployment	3.294
4.	(10)	lack of awareness of community resources (agencies, employment, and educational opportunities)	3.294
5.	(7)	lack a realistic assessment of their abilities	3.235
6.	(4)	lack of self-discipline	3.235
7.	(3)	lack of motivation	3.176
8.	(5)	unsure of or no long-term goals	3.176
9.	(19)	child-care problems	3.117
10.	(37)	too tired to attend classes after a full day of work	2.882
11.	(26)	excessive tiredness or fatigue	2.764
12.	(11)	fear of, or not knowing how to deal with social-service agencies	2.647
13.	(33)	Classes were too large to receive the needed individualized attention	2.529
14.	(14)	having or setting unrealistically high or low educational and/ or vocational goals	2.470
15.	(8)	excessive anxiety	2.352

PART II -- SERVICE NEEDS

The following 14 items in rank order.

	ITEM NUMBER		AVERAGE
1.	(5)	guidance-counseling: vocational	4.352
2.	(8)	information and referral: Job placement and training	4.352
3.	(6)	guidance-counseling: personal	4.235
4.	(9)	follow up of dropouts	4.235
5.	(10)	follow up of G.E.D. graduates	4.176
6.	(4)	guidance-counseling: educational	4.117
7.	(11)	follow up of absences	4.117
8.	(1)	student interview and orientation	3.882
9.	(7)	information and referral: Legal, health, family, financial, and educational-related matters	3.882
10.	(13)	tutoring	3.529
11.	(14)	child care	3.529
12.	(2)	student testing	3.117
13.	(12)	transportation	3.117
14.	(3)	student registration	2.764

APPENDIX B

(STUDENT QUESTIONNAIRE) PART I

INSTRUCTIONS: As you read each of the following items, please check the answer(s) that best fits you or write in the correct answer when requested to do so.

1. Which of the Adult Education programs are you in?

___ (1) Pre-GED
___ (2) GED

2. How old are you? (Check only one)

___(1) 18-25 years
___(2) 26-35 years
___(3) 36 years and over

3. What is your sex? (Check only one)

___(1) Male
___(2) Female

4. Where do you live? (Check only one)

___(1) Rural area (Population under 2500)
___(2) Town or city (Population over 2500)

5. What is your present employment situation? (Check only one)

___(1) Full-time job
___(2) Full-time job, but am looking for a better one
___(3) Part-time job
___(4) Part-time job, but am looking for a better one
___(5) Unemployed and am looking for a job
___(6) Unemployed and not looking for a job

6. If you do have a job, please list it. (If you do not have a job, do not answer this item.)

_____Name of Job

7. Why did you enroll in the Adult Education Program? (You may check 1 to 3 reasons)

___(1) To help find a job
___(2) To help get a better job or advance in my present job
___(3) To pass the G.E.D. (High school equivalency diploma)
___(4) To improve my skills (Ex: to help my children, improve my reading, math, etc.)
___(5) To get self satisfaction
___(6) To go on to college or vocational school or further training
___(7) To become less dependent upon public assistance
___(8) To meet friends
___(9) Others: (Please list)

8. In your area, what do you think are the main reasons why people who are able do not come to this class? (You may check 1 to 3 reasons)

___(1) Do not know about classes
___(2) Lack of transportation
___(3) Child care problems (baby-sitting, etc.)
___(4) Family conditions (reson-sibilities, etc.)
___(5) Conflict with classtime
___(6) Health problems
___(7) Not interested
___(8) Afraid of what others might thin
___(9) Others: (Please list)_____

_____

9. Why would you drop out of this class if you were going to drop out? (You may check 1 to 2 reasons)

___(1) Got a job
___(2) Bored
___(3) Meeting time
___(4) Leaving the community
___(5) Family responsibilities
___(6) Transportation problems
___(7) Child care problems
___(8) Health problems (Ex: Illness)
___(9) Others: (Please list)_____

_____

PLEASE STOP AND WAIT FOR FURTHER INSTRUCTIONS FROM YOUR INSTRUCTOR

INSTRUCTIONS: Below are a series of statements about needs which many people have at one time or another in their life. As you read each statement, consider how important this need is for you. There are no right or wrong answers. Rate the importance of each need for yourself by circling the appropriate number. Use the following rating scale:

1 = of no importance to me
2 = of little or low importance to me
3 = of medium importance to me
4 = of high importance to me
5 = of very high importance to me

EXAMPLES

a. I would like to get a job.

5. Very High 4. High 3. Medium 2. Low (1. None)
(Explanation: I circled 1 (no importance) since I already have a job. Therefore, the need to "get a job" is not important to me.)

b. I would like to be more self confident.
5. Very High (4. High) 3. Medium 2. Low 1. None
(Explanation: I circled 4 (high importance) since I feel I lack confidence in myself and would like very much to be more confident. Therefore, it is highly important to me to "be more self confident".)

10. I would like to be more self confident.
5. Very High 4. High 3. Medium 2. Low 1. None

11. I would like to feel better about myself.
5. Very High 4. High 3. Medium 2. Low 1. None

12. I would like to plan better for the future.
5. Very High 4. High 3. Medium 2. Low 1. None

13. I would like to learn to get along better with others.
5. Very High 4. High 3. Medium 2. Low 1. None

14. I would like to have more self discipline or control.
5. Very High 4. High 3. Medium 2. Low 1. None

15. I would like to know how to deal with social agencies. (Public Aid, Employment Service, CETA, children and family services, etc.)
5. Very High 4. High 3. Medium 2. Low 1. None

16. I would like to feel comfortable (not be afraid) about using social agency services.
5. Very High 4. High 3. Medium 2. Low 1. None

17. I would like to know more about what is happening in my community. (meetings, etc.)
5. Very High 4. High 3. Medium 2. Low 1. None

18. I would like to know what services my community can offer me. (Fire, Legal Aid, Churches)
5. Very High 4. High 3. Medium 2. Low 1. None

19. I would like to know more about my responsibilities to my community. (taxes, voting, etc.)
5. Very High 4. High 3. Medium 2. Low 1. None

20. I would like to find out what jobs I would be good at. (my strengths and weaknesses)
5. Very High 4. High 3. Medium 2. Low 1. None

21. I would like to get some job training.
5. Very High 4. High 3. Medium 2. Low 1. None

22. I would like to get a better job.
5. Very High 4. High 3. Medium 2. Low 1. None

23. I would like to get a job.
5. Very High 4. High 3. Medium 2. Low 1. None

24. I would like to know what jobs are available.
5. Very High 4. High 3. Medium 2. Low 1. None

25. I would like to solve my transportation problems.
5. Very High 4. High 3. Medium 2. Low 1. None

26. I would like to solve my housing problems.
5. Very High 4. High 3. Medium 2. Low 1. None

27. I would like to solve my credit problems. (charge accounts, credit cards, loans, etc.)
5. Very High 4. High 3. Medium 2. Low 1. None

28. I would like to handle my (our) money better. (bank accounts, budgets, shopping, etc.)
5. Very High 4. High 3. Medium 2. Low 1. None

29. I would like to know more about insurance. (medical, life, health, burial)
5. Very High 4. High 3. Medium 2. Low 1. None

30. I would like to solve my child-care problems. (babysitting, etc.)
5. Very High 4. High 3. Medium 2. Low 1. None

31. I would like to solve my personal problems that came from my divorce or separation.
5. Very High 4. High 3. Medium 2. Low 1. None

32. I would like to better cope or deal with the responsibilities of being a single parent.
5. Very High 4. High 3. Medium 2. Low 1. None

33. I would like to know more about family planning. (unwanted pregnancies, birth control)
5. Very High 4. High 3. Medium 2. Low 1. None

34. I would like to solve the problems in my marriage.
5. Very High 4. High 3. Medium 2. Low 1. None

35. I would like to solve my (husband, child) drinking or drug problems.
5. Very High 4. High 3. Medium 2. Low 1. None

36. I would like to learn how to improve my (my family's) nutrition (food preparation, buying)
5. Very High 4. High 3. Medium 2. Low 1. None

37. I would like to solve my dental, hearing, or visual problems.
5. Very High 4. High 3. Medium 2. Low 1. None

38. I would like to learn how to stay healthy.
5. Very High 4. High 3. Medium 2. Low 1. None

39. I would like to lose/gain weight.
5. Very High 4. High 3. Medium 2. Low 1. None

40. I would like to solve my landlord relation problems. (getting needed repairs, evictions)
5. Very High 4. High 3. Medium 2. Low 1. None

41. I would like to learn how not to be taken or cheated.
5. Very High 4. High 3. Medium 2. Low 1. None

42. I would like to solve my problems with bill collectors.
5. Very High 4. High 3. Medium 2. Low 1. None

43. I would like to solve my legal problems that came from my divorce or separation.
5. Very High 4. High 3. Medium 2. Low 1. None

44. I would like to solve my traffic ticket, police and/or court related problems.
5. Very High 4. High 3. Medium 2. Low 1. None

45. I would like to know what courses are offered at Lewis and Clark Community College.
5. Very High 4. High 3. Medium 2. Low 1. None

46. I would like to know what further schooling or training I might do well at. (strengths and weaknesses.
5. Very High 4. High 3. Medium 2. Low 1. None

47. I would like to know what courses or training are offered in this area.
5. Very High 4. High 3. Medium 2. Low 1. None

48. I would like to learn how to obtain money for more schooling.
5. Very High 4. High 3. Medium 2. Low 1. None

49. I would like to learn how to study.
5. Very High 4. High 3. Medium 2. Low 1. None

50. I would like to have more one-to-one help in my Adult Education class.
5. Very High 4. High 3. Medium 2. Low 1. None

51. I would like to have more interesting, adult-oriented Adult Education books and materials.
5. Very High 4. High 3. Medium 2. Low 1. None

52. I would like to be in a slower or faster Adult Education group.
5. Very High 4. High 3. Medium 2. Low 1. None

53. I would like to have less testing in my Adult Education class.
5. Very High 4. High 3. Medium 2. Low 1. None

54. I would like to have different Adult Education meeting time or meeting place.
5. Very High 4. High 3. Medium 2. Low 1. None

PART II

INSTRUCTIONS: As part of your Adult Education program would you like to receive information or talk to someone about: (Check as many as you want)--

____55. being more self confident
____56. feeling good about myself
____57. planning for the future
____58. getting along with others
____59. having more self-discipline or control

____60. dealing with social agencies
____61. community services (Fire, legal aid)
____62. what is going on in my community
____63. being afraid of using social agency services
____64. my community responsibilities (taxes, voting)

____65. getting a job
____66. finding out what I'm good at (my strengths and weaknesses)
____67. getting job training
____68. getting a better job
____69. what jobs are available

____70. solving transportation problems
____71. my housing problems
____72. credit problems (loans, credit cards)
____73. handling my (our) money better (bank accounts, budgeting, shopping, etc.)
____74. insurance (life, health, burial, medical)

____75. child care (babysitting, etc.)

____76. divorce and/or separation
____77. problems of being a single parent
____78. family planning
____79. problems in my marriage

____80. drinking and drug problems
____81. better nutrition
____82. dental, hearing, or visual problems
____83. staying healthy
____84. losing/gaining weight

____85. landlord relations
____86. how to avoid being taken
____87. dealing with bill collectors
____88. legal divorce problems
____89. traffic ticket, police, and court problems

____90. courses offered at Lewis and Clark
____91. courses offered in this area
____92. obtaining money for further schooling
____93. learning how to study
____94. my educational strengths and weaknesses

Others: Please list

_____
_____
_____
_____

PART III

What are some of the major problems that you have, or had, to overcome inorder for you to attend this class. (Please list below)

a. _____

_____

b. b. _____

_____

c. _____

_____

What do you suggest we do (changes in class, additional services, etc.) to make your class better so that more people will be able to come, and stay. (Please list below)

a. _____

_____

b. _____

_____

c. _____

_____

RESPONSES TO QUESTION NO. 1, PART III
GROUPED BY NEED CATEGORIES

"What are some of the major problems that you have, or had to overcome in order for you to attend this class? (Please list below)"

PSYCHOLOGICAL

QUESTIONNAIRE NUMBER	RESPONSE
5	Self reliant
10	Lack of interest
12	Making myself come into class
17	Being afraid
18	Getting over nervousness
19	Only my personal pride
22	Fear of unknown
25	Taking time to come to class
27	Making up my mind to finish this course if it took forever
28	Loss of interest
34	I had to hurry and get things done to come. I had to make my mind up to come and be determined to go.
36	Lack of interest. Thought I knew it all until I found I could not get a good job without a "GED".
41	Convincing myself that I was not too old. That I still had ability to learn.
42	Convincing myself I would not be out of place (age-wise) in the group.
43	I felt as I was too old to attend classes and that I would feel out of place.
61	I had to get courage up to come back to school, after 22 years.
64	I had to keep telling myself that I could make it.
65	Make up my mind to do it.
67	The only problem I had to try and overcome was my lack of self confidence.
70	I have problems making myself sit down at home and doing my studying.
73	Finding enough time to study and that is my only problems. I like the irstructors!
85	I feel she does a very good job. My family can enjoy my work as we compare "home-work" after class.
85	Getting enough nerve to try again (at schooling)
103	Get ready to go back to school
107	I have too many things that just seem to happen when I start to go out the door.
129	Get the nerve to come to class
142	Telling people that I do not have a high school diploma
146	Loosing the fear of being embarrassed by family not knowing that I didn't have a high school diploma

QUESTIONNAIRE NUMBER	RESPONSE
164	People
183	Being afraid if the teacher would call on you to answer a question that I wouldn't know
201	My shyness. By coming here that was hard for me to do. I got the nerve.
217	Getting back into the hang of studying.
230	Being depressed over not understanding some of the math problems. Being depressed over not passing some of the tests.

TOTAL RESPONSES = 33

INTERPERSONAL

QUESTIONNAIRE NUMBER	RESPONSE
164	People

TOTAL RESPONSES = 1

OCCUPATIONAL

QUESTIONNAIRE NUMBER	RESPONSE
35	To be able to get away from work on time to be able to get here
57	They loose jobs because could not work evenings a full week
81	Working overtime
91	Quite my part time job, so I can find a better one
152	Working overtime
174	Because of my schooling. I have only the fifth grade.
199	Working overtime
207	Looking for a job
214	Time
222	Cutting my time at work. Time cut from working hours (3-11)
231	Find time

TOTAL RESPONSES = 11

FINANCIAL

QUESTIONNAIRE NUMBER	RESPONSE
8	Transportation problems
25	Transportations problems
27	Transportation
28	Need of car
29	Transportation
31	Transportation

QUESTIONNAIRE NUMBER	RESPONSE
39	Transportation
55	Transportation. I borrow my brother's car when I can
72	Transportation
96	Transportation
111	Transportation
127	Transportation
133	Transportation
143	Car broke down
154	To get a car
156	Transportation
164	Rides
176	Transportation
178	Transportation
182	Get the car back so my husband can go to work on time
200	Transportation
203	Transportation
204	Transportation
219	Taking husband to work in order to have the car to attend class
227	Out of transportation

TOTAL RESPONSES = 25

FAMILY

QUESTIONNAIRE NUMBER	RESPONSE
1	Find a babysitter when my husband is working
6	My husband thinking I am so dumb
25	Child care
26	Child care (babysitting). Getting the kids ready for bed. Getting my husband letting me come to class.
27	Making sure of proper child care for my family
28	Babysitting
29	Babysitting
30	Other women did have to drop out of the class because they had no one to watch their children.
31	Babysitting--getting supper on the table
32	Babysitting
33	Babysitting. Family meal over and things in order
34	Babysitting problems
35	Getting someone to watch my children. Getting my husband to agree to let me come.
39	Babysitter for my little girl
40	Talking my husband into letting me take the course
62	Making arrangements for babysitter

QUESTIONNAIRE NUMBER	RESPONSE
63	The only problems I've had are my children getting sick and I feel I should be with them.
66	Feeling guilty about leaving my 5-year-old to come to class.
70	I have child care problems, since my husband works shift work.
71	Finding the time to come with three children. It is hard to leave them because they cry.
72	Babysitting
75	My only problem besides tuition at time of classes, are class nights coinciding with babysitter night off.
78	Illness in family. Husband working and no one to care for child.
96	Babysitting
108	It's hard for me to find time to study since I am at work all day and have family responsibilities at home. My main problem--I want to get my GED overwith too fast.
111	Husband problems
127	Babysitting
133	Care of my child and day courses would be of the question. I'd rather raise my own child than have a sitter.
143	My girl friend having a baby. The baby being sick.
147	Leaving my family alone at night
156	To find a babysitter. State aid only pays 35¢ an hour. Who wants to babysit for that.
164	Money
176	Babysitters
178	Babysitting problems
182	Babysitters and to get the baby ready for bed before I leave. Make sure supper is on the table before I have to leave to go to class.
185	Needing a babysitter on Tuesday. Also my husband's business responsibilities.
200	Getting a babysitter
203	Babysitting
204	Babysitting
206	Relationship with a very special person separated
219	Getting a babysitter for small children at home
227	Finding a babysitter, my husband's health
230	Mostly getting someone to care for my children while attend school
232	Getting my husband to let me come

TOTAL RESPONSES = 44

PHYSIOLOGICALLY

QUESTIONNAIRE NUMBER	RESPONSE
6	My weight problem
46	The main thing I've had to overcome to stay in class, is to stay healthy.
78	Illness in family
140	None really except sleep
142	I am working at two jobs and am very tired
170	Very bad high school attendance. To help finding job.

TOTAL RESPONSES = 6

PROGRAMMATIC/EDUCATIONAL

QUESTIONNAIRE NUMBER	RESPONSE
9	Less talking about unnecessary things we hear to get a GED
11	Learning math and reading. Getting high s school diploma
24	Getting off work in time for class. Missing my son's basketball games.
32	Date of classes
53	Just to find out when the classes were being held.
61	Also, if I could manage a full time job, a family of four children, and still have time to study.
79	Not wanting to be sitting in a school room. Getting over not doing what I usually do at this time.
117	Time
131	The fact that I work. I am tired and sometimes had to push myself to attend the class.
142	I am working at two jobs and am very tired.
146	Being able to be home at night in order to come
147	Getting home from my job and getting cleaned up to come to class
181	My reading and spelling
184	Lack of information
192	Not enough advance education
229	Working day time and I'm tired and have to run a house and it seems to be almost too much.

TOTAL RESPONSES = 16

BREAKDOWN OF PART III, QUESTION NO. 2,BY CATEGORIES

"What do you suggest we do (changes in class, additional services, etc.) to make your class better so that more people will be able to come, and stay? (Please list below)"

BABYSITTING/CHILD CARE

QUESTIONNAIRE NUMBER	RESPONSE
1	Babysitting
24	Child care
25	Babysitters
26	Child care services
27	Child care services
28	Child care services
29	Child care services
30	Child care services
31	Child care
32	Child care services
33	Babysitting services
34	Child care services
35	Child care services
36	Have a babysitter for people that want to come to school
48	I guess child care
56	Offer babysitting most people are afraid to leave their kids alone even if they're old enough to take care of themselves.
57	Some people do need a babysitter and can't get one
75	Someone could devise a babysitter service for those who don't have a regular babysitter
127	Find reasonable babysitting offers to the people
133	Child care program
171	Because on Mondays and Wednesdays I myself have babysitting problems due to the fact that my relatives attend church meetings on these nights.
200	Help getting sitters for the people that have kids
223	Child care
224	Child care

TOTAL RESPONSES = 24

TEACHER AID

QUESTIONNAIRE NUMBER	RESPONSE
2	More teachers for classes and more time a week to come to class
24	Teacher's aides
25	More teachers

QUESTIONNAIRE NUMBER	RESPONSE
26	Good capable aides to help the teacher
27	Good capable aid to assist the teacher
28	Teacher aid
29	Good teacher's aides
30	Good teacher's aides
31	Good capable aid to assist teacher
32	Help for teacher
33	Good capable aid to assist the teacher
34	Good teacher's aide
35	Good capable help to help the teacher
36	Have more teacher's aides

TOTAL RESPONSES = 14

CLASS SCHEDULING

QUESTIONNAIRE NUMBER	RESPONSE
2	More teachers for classes and more time a week to come to class
9	Stay longer
11	More studies and time to do it
25	More classes
95	More classes at various times during the week
199	Make this available to everyone at all times
204	More meeting places
206	Different days and times for classes. More of what I can do best
219	I would like to have more adult classes offered at the local high school in the evening
230	Possibly have a class in the afternoon or morning while children are at school. Better books for study and more books.

TOTAL RESPONSES = 10

CLASSROOM PRACTICES

QUESTIONNAIRE NUMBER	RESPONSE
5	By keeping certain people quiet so we can study better and hear what is being heard so I can understand
10	Make enrollment easier--have more teachers like Susie Fenceroy
20	Good teachers
61	Have more time to help the class as a whole in the problems they are having together.

QUESTIONNAIRE NUMBER	RESPONSE
66	I have no changes in the class, our teacher is excellent.
70	Offer more of a classroom work together project
71	I don't think there is much more you can do. I think it's great the way you have got it worked out now.
73	Have a smaller class or divide into smaller groups so it is more personal and not quite so formal. Get to know each other better.
78	Program is good. It's hard to meet everyone's needs.
81	Have classes at Lewis and Clark and cut down on class size
106	Nothing has to be done beside what is done now. People will have to care for their future before they do something about it.
135	Make the time for each class like math and grammar, a little longer than 4 weeks.
146	To let everyone at the beginning of the class to take the GED test and to see where they are weak
156	Get the ones that don't do nothing and get them out. They are only messing it up the ones who do want to work, but you can't work well when they are acting stupid and showing off.
164	Change classes
165	Not much. You have a very good program and I wouldn't change anything.
176	I think as far as the GED program is concerned, no changes need to be made. I only wish that the different courses offered at our high school wouldn't all be scheduled on the same nights and times, so that we could take more.
202	When we do homework, show that we are going alright by grading
217	Have a different test for people who don't plan on going further on to school, and who don't need algebra to raise a kid or cook a meal
222	I feel that our class is sufficient for the size of our community and if a person wants to learn he will if he don't then he won't
223	Better texts (Math, English, etc.)
229	Not cramming subjects--not enough time on one subject or too many at one time
231	Better text

TOTAL RESPONSES = 23

RECRUITMENT

QUESTIONNAIRE NUMBER	RESPONSE
17	Have people who attend classes tell others about it. Publicize more.
22	More knew about the class
36	Let more people know about this and how good it is to you and how to better yourself in life.
37	Advertise--let everyone know about the course. Many people read about it in the course but are fearful.
38	I like my class so far and hope I will like it the further I go.
47	Talk to people who don't have a high school degree and see if they would like to have one. Talk to people who don't think schooling is such a great idea. Talk to people to see if they really enjoyed going to school and if so, but don't have a schooling--then tell them about GED
53	To talk on TV and Radio so people will want an education
55	Talk with ones who wish to further their education, or help them to decide
65	Give out more information about the class--when, where, how much. Let people know that age doesn't make any difference
66	Getting the people and the information about the classes together
75	Use more publicized information to get adults interested. Many adults are unaware of the educational opportunities
96	Make the classes more public. Have more listings where and when classes are held
101	Make a movie of one of these classes and show it on TV as a public Service. People don't seem to realize how much fun it is to attend the GED classes and it reminds you of old times and you also get mental exercise.
115	Advertise more
140	Advertise better in this program for being a free course
142	Emphasize the need for people to further their education
230	Advertise that people are welcome to join and that they would be glad to have them come

TOTAL RESPONSES = 17

COUNSELING SERVICES

QUESTIONNAIRE NUMBER	RESPONSE
24	Counselor
26	Counseling services
27	Counseling services
28	Counseling services
29	Counseling services
30	Counseling services
31	Counseling
32	Counseling services
33	Counseling service
34	Counseling services
35	Counseling services
55	Have information on educational projects, school, etc. in the area.

TOTAL RESPONSES = 12

TRANSPORTATION

QUESTIONNAIRE NUMBER	RESPONSE
48	Transportation
56	Transportation--some people either don't know know how to drive or don't have a car
57	Transportation for some
75	Provide a bus for transportation
127	Some kind of transportation for reasonable cost
149	Getting transportation
152	Better transportation
178	Have transportation for people that want to attend, but does not have a way there or back
182	Change the night classes to a different night. Then on Thursday closer to home because a lot of people don't drive. Some don't even own cars or other transportation
203	Have a transportation system to and from the Adult Education Center
223	Transportation
224	Transportation

TOTAL RESPONSES = 12

OTHER

QUESTIONNAIRE NUMBER	RESPONSE
38	I like my class so far and hope I will like it the further I go

QUESTIONNAIRE NUMBER	RESPONSE
66	As far as them staying, I think they have to make up their own mind, whether they really want to get the GED or not. If they do they will stay.
130	I enjoy the class, but I am in a hurry to get my GED and go on to college. I am basically interested in self-improvement. I would like to have a career and earn enough money to care for my daughter and myself. At the present, I am on ADC.
155	I really don't know. I want my GED, so I am interested and I come to learn. Other may not care enough or think they need it. I guess it's up to the person whether he or she wants it bad enough.
203	I don't think that it is right asking questions like these and wanting answers. If someone needs help they would contact you or an agency for information. If a name had to put on this I would not have filled it out.

TOTAL RESPONSES = 5